

	School Year 2020/21								
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
	Inclusive quality first teaching for all								
Wave 1	Cognition and Learning -Differentiated curriculum -Differentiated delivery -Differentiated outcome -Differentiated resources -Visual aids -ICT facilities -Collaborative working -Progress reviews -Intervention groups	-Differentiated cu -Differentiated ou -Visual aids -Visual timetables -Use of symbols -Certificates to ta -Celebration asse -School council -Home/school cou	arrangements of and class routines arriculum delivery atputs ke home mblies mmunication books s nd reinforcing approp SET	-Whole school a -Whole school p -Whole school p -Buddy system -Rich PSHE curri -Circle times -Home/school c -Play leaders sch	culum communication books	-Flexible tea -School Med -Readily ava -Environmed -Whole scho -Staff briefin -Fine Motor	ool medical training		



	Add	litional interventio	ns to enable stude	nts to work ate age	e-related expectation	ons or above	
	Cognition and Learning	Cognition and	Cognition and	Cognition and	Cognition and	Cognition and	Cognition and Learning
	-Phonics group	Learning	Learning	Learning	Learning	Learning	-Numicon
	-Blending group	-Priority reading	-Priority reading	-Planned	-Planned	-Numicon	-Planned opportunities
	-1:1 counting correspondence group	with TA	with TA	opportunities to	opportunities to	-Planned	to repeat task to an
	-CVC writing group	-Phonic & caption	-Phonics phase 3	repeat task to an	repeat task to an	opportunities to	adult
	-Maths booster group	writing	- Phonics with TA	adult	adult	repeat task to an	-Directed adult focus
	-Additional reading	- Phonics with TA	-Sound linkage	-Directed adult	-Directed adult	adult	group in class
	-2D shapes	-Sound linkage	-Handwriting	focus group in	focus group in	-Directed adult	-Planned adult support
	-3D shapes	-Handwriting	practise group	class	class	focus group in	in class to begin a task
		practise group	-Number	-Planned adult	-Planned adult	class	-Maths reinforcement
		-Numbers and	-Planned	support in class to	support in class to	-Planned adult	with TA
		counting	opportunities to	begin a task	begin a task	support in class to	-Success at Arithmetic-
2		-Planned	repeat task to an	-Priority reading	-Priority reading	begin a task	Calculations with TA
Wave		opportunities to	adult	with TA	with TA	-Success at	Success at Arithmetic-
Š		repeat task to an	-Planned adult	-Phonics support	-Precision	Arithmetic-	Number Sense with TA
		adult	support in class to	RWI Phonics	monitoring	Calculations with	-Testbase Daily
		-Planned adult	begin a task	-Precision	-1:1 writing	TA	Arithmetic with TA
		support in class to	-Directed adult	monitoring	support	-Success at	-Precision monitoring
		begin a task	focus group in	-1:1 writing	-Handwriting	Arithmetic-	-Priority reading with TA
		-Directed adult	class	support	-LSS writing	Number Sense	-CGP comprehension
		focus group in	-Individualised	-Handwriting	support	with TA	group
		class	group/paired	-LSS writing	-Individualised	-Testbase Daily	-Past SATs Papers
		-Individualised	work	support	group/paired	Arithmetic with	Comprehension group
		group/paired	-Individual	-Individualised	work	TA	-Testbase grammar with
		work	learning plans	group/paired	-Individual	-Precision	TA
		-Individual	-LSS writing	work	learning plans	monitoring	-Handwriting
		learning plans	support				_



Communication and Interaction	-LSS writing	-TRACKS	-Individual		-Priority reading	-Individualised
-1:1 Speech and Language support	support	-Writing slope	learning plans		with TA	group/paired work
-Early Listening and Communication	-TRACKS	-Precision	- '		-LSS follow up	-Individual learning
group	-Writing slope	monitoring		Communication	work	plans
-Vocabulary group	-Precision		Communication	and Interaction	-Handwriting	
-Following instructions group	monitoring	Communication	and Interaction	-Direct simple,	practice	Communication and
-Prompt cards		and Interaction	-Direct simple,	clear instructions	-Individualised	Interaction
-Direct modelling of appropriate	Communication	-Individualised	clear instructions	-Individualised	group/paired	-Direct simple, clear
language/ responses	and Interaction	activities planned	-Individualised	activities planned	work	instructions
- Individualised games to improve	-Individualised	which take in to	activities planned	which take in to	-Individual	-Individualised activities
language skills	activities planned	account speech	which take in to	account speech	learning plans	planned which take in to
-Direct use of students name to aid	which take in to	and language	account speech	and language		account speech and
re-focusing	account speech	difficulties	and language	difficulties	Communication	language difficulties
	and language	-Additional adult	difficulties	-Direct modelling	and Interaction	-Direct modelling of
	difficulties	support which is	-Direct modelling	of appropriate	-Direct simple,	appropriate language/
	-Additional adult	targeted and	of appropriate	language/	clear instructions	responses
	support which is	monitored	language/	responses	-Individualised	-Individualised games to
	targeted and	regularly	responses	-Individualised	activities planned	improve language skills
	monitored	-Individualised	-Individualised	games to improve	which take in to	-Additional adult
	regularly	seating plan for	games to improve	language skills	account speech	support which is
	-Individualised	children with	language skills	-Additional adult	and language	targeted and monitored
	seating plan for	sensory	-Additional adult	support which is	difficulties	regularly
	children with	perceptual	support which is	targeted and	-Direct modelling	-Individualised speaking
	sensory	differences	targeted and	monitored	of appropriate	and listening activities
	perceptual	-Tailored	monitored	regularly	language/	-Individualised checking
	differences	opportunities for	regularly	-Individualised	responses	of understanding
	-Tailored	role play	-Individualised	speaking and	-Individualised	-Direct use of students
	opportunities for	-Early listening	speaking and	listening activities	games to improve	name to aid re-focussing
	role play		listening activities	-Individualised	language skills	-Individualised seating
	-Early listening	Emotional, Social,	-Individualised	checking of	-Additional adult	plan for children with
		Mental Health	checking of	understanding	support which is	sensory perceptual
		-Lego club	understanding		targeted and	differences



Emotional, Social, Mental Health	Emotional, Social,	-Nurture group	-Direct use of	-Direct use of	monitored	-Tailored opportunities
-Social skills groups	Mental Health	-20/20 lunchtime	students name to	students name to	regularly	for role play
-Individualised timetables	-Lego club	club	aid re-focussing	aid re-focussing	-Individualised	
-Now and next cards	-Nurture group	-Individual reward	-Individualised	-Individualised	speaking and	Emotional, Social,
-Social stories	-20/20 lunchtime	system	seating plan for	seating plan for	listening activities	Mental Health
-Understanding our feelings group	club	-Speech and	children with	children with	-Individualised	-Nurture group
-Chill Kids	-Individual reward	language	sensory	sensory	checking of	-20/20 club
-Additional transition visits into	system	programme with	perceptual	perceptual	understanding	-Individual reward
school	-Speech and	TA	differences	differences	-Direct use of	system
-Phased transition into school	language	-Individual visual			students name to	-Speech and language
-Nurture group	programme with	timetable	Emotional, Social,	Emotional, Social,	aid re-focussing	programme
-Individualised reward system	TA	-Playtime check-	Mental Health	Mental Health	-Individualised	-Playtime check-ins
-Additional parent meetings	-Individual visual	ins	-Nurture group	-Nurture group	seating plan for	-Daily check-in with an
	timetable	-Daily check-in	-20/20 club	-20/20 club	children with	adult
	-Playtime check-	with an adult	-Individual reward	-Individual reward	sensory	-Additional parent
	ins	-Additional	system	system	perceptual	meetings
	-Daily check-in	parent meetings	-Speech and	-Speech and	differences	-Use of 'time out'
	with an adult		language	language	-Tailored	
	-Additional	Sensory/Physical	programme with	programme with	opportunities for	
	parent meetings	/Medical	TA	TA	role play	Sensory/Physical/Medic
		-Re	-Individual visual	-Individual visual		al
	Sensory/Physical	gular intervention	timetable	timetable	Emotional, Social,	-Pencil grip
	/Medical	sessions in small	-Playtime check-	-Playtime check-	Mental Health	-Fiddle toy
	-Regular	groups for fine	ins	ins	-Nurture group	-Regular intervention
	intervention	and gross motor	-Daily check-in	-Daily check-in	-20/20 club	sessions in small groups
	sessions in small	skills	with an adult	with an adult	-Individual reward	for fine and gross motor
	groups for fine	-OT with TA	-Additional	-Additional	system	skills
	and gross motor	-Calming activity	parent meetings	parent meetings	-Speech and	-Allowing extra time to
	skills	box	-Temporary	-Temporary	language	complete tasks
	-OT with TA	-Allowing extra	location change	location change	programme	-Monitoring safety in
	-Calming activity	time to complete	within school site	within school site	-Playtime check-	practical lessons/risk
	box	tasks	-Use of 'time out'	-Use of 'time out'	ins	assessments



Sensory/Physical/Medical	-Allowing extra	-Leaving lessons	-Social stories	-Social stories	-Daily check-in	-School Medical Care
-Fine motor control group	time to complete	early to avoid			with an adult	Plans
-Gross motor skills development	tasks	congestion			-Additional	-Movement breaks
-Scissor skills development	-Leaving lessons	-School Medical	Sensory/Physical	Sensory/Physical	parent meetings	
-Sensory/wobble cushions	early to avoid	Care Plans	/Medical	/Medical	-Temporary	
-Calming activity box	congestion	-Movement	-Pencil grip	-Pencil grip	location change	
-Fiddle toys	-School Medical	breaks	-Fiddle toy	-Fiddle toy	within school site	
-School medical care plans	Care Plans	-Fiddle toy	-Regular	Regular	-Use of 'time out'	
-Toilet plans	-Movement	-1:1 quiet area	intervention	intervention	Sensory/Physical	
	breaks	-Wobble cushion	sessions in small	sessions in small	/Medical	
	-Fiddle toy	-Sensory circuits	groups for fine	groups for fine	-Pencil grip	
	-1:1 quiet area		and gross motor	and gross motor	-Fiddle toy	
	-Wobble cushion		skills	skills	-Regular	
	-Sensory circuits		-OT with TA	-OT with TA	intervention	
			-Calming activity	-Calming activity	sessions in small	
			box	box	groups for fine	
			-Allowing extra	-Allowing extra	and gross motor	
			time to complete	time to complete	skills	
			tasks	tasks	-Allowing extra	
			-Leaving lessons	-Leaving lessons	time to complete	
			early to avoid	early to avoid	tasks	
			congestion	congestion	-Monitoring	
			-Monitoring	-Monitoring	safety in practical	
			safety in practical	safety in practical	lessons/risk	
			lessons/risk	lessons/risk	assessments	
			assessments	assessments	-School Medical	
			-School Medical	-School Medical	Care Plans	
			Care Plans	Care Plans	-Movement	
			-Movement	-Movement	breaks	
			breaks	breaks		



	Additional highly personalised interventions							
	Sensory/Physical/Medical							
	-Adapted materials for children with co-ordination difficulties							
	-Advice and support from an Occupational Therapist							
	-Advice and strategies for all staff							
-Access to specific resources								
	-Minor modifications to buildings e.g. ramps/toilets/car parking							
	-Advice/support from outside agencies and support services to develop programmes, strategies and approaches in collaboration with school such as OT and school							
	Nurse.							
	Cognition and Learning							
	-Intensive support in one or more curriculum areas by TA							
	-Structured programme – based on Education Health Care Plan (EHCP)							
	-Individually prepared materials in one or more curriculum area							
8	-Advice/support from outside agencies and support services to develop programmes, strategies and approaches in collaboration with school such as EP and LSS.							
Wave	-ICT to support presentation and reinforce learning keyboard skill, word processor							
Š	Emotional, Social and Behavioural							
	-Consistent use of behaviour programmes which clearly outline rules, positive reinforcement and appropriate sanctions							
	-Behavioural support plans – individual intervention							
	-1:1 support and modelling							
	-Behaviour programme e.g. managing emotions							
	-Training for staff supporting SEND children with ESMH needs							
	-Individual arrangements for internal and external testing							
	-Additional planning and arrangements for transition							
	-Individually revised timetable/adapted curriculum							
	- Advice/support from outside agencies and support services to develop programmes, strategies and approaches in collaboration with school such as EP and Foundry.							
	Communication and Interaction							
	-Advice/support from outside agencies to develop programmes, strategies and approaches in collaboration with school, such as SALT and CAMHS.							
	-Give clear and concise individual instructions							



- -Individual activities planned to take account of the child's speech/language difficulties
- -Individually model appropriate language/responses
- -Individual and small group games to improve language skills
- -1:1 monitored adult support in the classroom
- -Direct teaching to develop verbal and non-verbal communication
- -Individual visual cues to support meaning
- -Individual and group opportunities for role play
- -Use of ICT to record and support learning

Specialist Services Accessed

- -Occupational Therapist
- -Speech and language Therapist NHS and Reading University
- -Educational Psychologist
- -Learning Support Service
- -Foundry College
- -School Nurse
- -CAMHS
- -Addington Outreach
- -Empowering Learning
- -Post Adoption Service
- -Counselling services including BWA
- -Therapeutic services
- -Sensory Consortium